



## South Conway Elementary

3001 Fourth Avenue  
Conway, SC 29527

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	622 Students	
<b>Principal</b>	Leon Hayes	843-488-0272
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

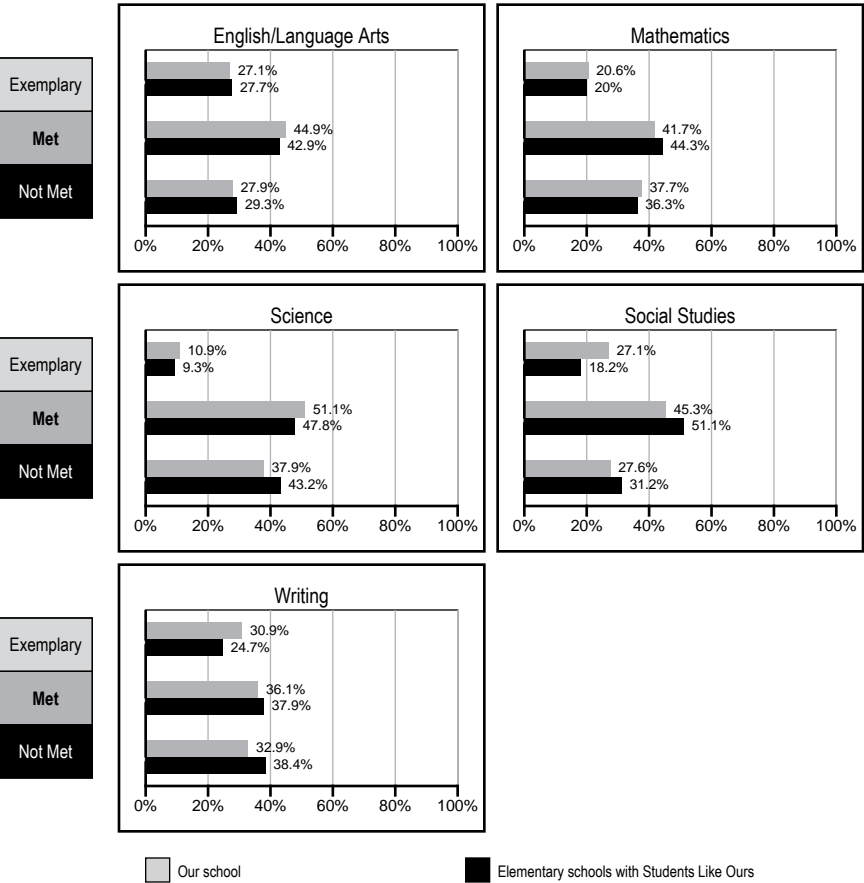
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	83	28	4

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=622)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.6%	2.5%	1.9%
Attendance rate	95.6%	Down from 96.1%	96.0%	96.3%
Eligible for gifted and talented	8.5%	Down from 11.1%	6.2%	10.0%
With disabilities other than speech	17.0%	Up from 15.9%	9.0%	7.7%
Older than usual for grade	0.6%	Down from 0.7%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.3%	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	39.1%	Up from 36.2%	57.1%	59.4%
Continuing contract teachers	76.1%	Up from 70.2%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.1%	Down from 84.8%	84.7%	85.9%
Teacher attendance rate	93.7%	Down from 95.3%	95.0%	95.1%
Average teacher salary*	\$48,848	Up 4.6%	\$46,051	\$47,149
Professional development days/teacher	20.8 days	Up from 14.9 days	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Down from 21.0 to 1	18.0 to 1	18.8 to 1
Prime instructional time	85.5%	Down from 88.9%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,757	Up 11.3%	\$7,754	\$7,458
Percent of expenditures for instruction**	70.1%	Up from 69.9%	68.1%	68.8%
Percent of expenditures for teacher salaries**	49.8%	Down from 64.9%	62.2%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

South Conway Elementary had a great 2008-09 school year. Our school continued the tradition of providing help to charitable organizations including the March of Dimes and the American Heart Association. We were also awarded the 21st Century Learning Grant to provide a free after-school program for students in grades 3-5 including horseback riding, African drumming, drama, and dance classes. Our support for increased student achievement included our Scholars Academy in English language arts and mathematics for students in grades 3-5. Reading Recovery was utilized in grade 1, and a reading interventionist worked with small groups of students in K-2. Software programs including Compass Learning, Brainware, and Everyday Math Online were utilized. Teacher and student conferences were held throughout the year to determine student achievement goals and assess progress towards those goals. Our Title I budget supported SMART Boards, a technology aide, additional instructional coach, reading interventionist, Reading Recovery teacher, parent workshops, and a family school coordinator. Our family events included reading strategies workshops, health and fitness night, preschool story hour, and test taking strategies classes. PTO sponsored successful fundraisers, family events, and student reward programs. Our PTO provided student agendas and supplies to every classroom. PTO helped with choral performances and sponsored our annual Holiday Shop. PTO worked with our School Improvement Council to provide support and input as we focused on community involvement. Many local businesses provided rewards and certificates for achievements and attendance incentives. We worked closely with Coastal Carolina University to sponsor mentors for students in grades 2-5, practicum students in grades K-5, and interns in Kindergarten and 4th grade. Coastal Carolina University also provided workshops for parents and reading materials for our 1st grade students. South Conway Elementary School is proud of this year's many successes. Jennifer Parker, Principal; Tracy Huggins, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	78	36
Percent satisfied with learning environment	84.6%	83.1%	82.4%
Percent satisfied with social and physical environment	82.1%	78.2%	80.0%
Percent satisfied with school-home relations	51.3%	91.0%	83.3%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	RP
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	279	99.3	27.1	45.9	27.1	86.3	86.5	82.8	Yes	Yes
<b>Gender</b>										
Male	128	99.2	30.7	43	26.3	82.5	83.4	79.3	N/A	N/A
Female	151	99.3	24.1	48.2	27.7	89.4	89.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	137	99.3	12	50.4	37.6	96	91	89.5	Yes	Yes
African American	130	99.2	40.8	42.5	16.7	77.5	74.8	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	89	97.8	44.3	44.3	11.4	74.7	63.1	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	74.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	221	99.6	30	47.5	22.5	83.5	81.6	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	279	98.9	36.2	43.7	20.1	73.2	83.7	78.9	Yes	Yes
<b>Gender</b>										
Male	128	99.2	36.8	43	20.2	71.9	81.9	77	N/A	N/A
Female	151	98.7	35.7	44.3	20	74.3	85.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	137	99.3	20	49.6	30.4	88	89.2	87.2	Yes	Yes
African American	130	98.5	52.1	37.8	10.1	58.8	68	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.1	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	89	97.8	58.2	34.2	7.6	49.4	53.2	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	76	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	221	99.1	41.2	43.7	15.1	68.3	77.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	194	99	36.4	52.3	11.4	63.6	73.1	67.5
<b>Gender</b>								
Male	88	98.9	37.2	50	12.8	62.8	72.2	67
Female	106	99.1	35.7	54.1	10.2	64.3	73.9	68
<b>Racial/Ethnic Group</b>								
White	97	100	22.7	61.4	15.9	77.3	80.8	79.5
African American	87	97.7	48.1	45.6	6.3	51.9	51.8	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	60.9	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.9	71.2
<b>Disability Status</b>								
Disabled	57	100	54.9	37.3	7.8	45.1	40.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	57.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	156	98.7	41	50.4	8.6	59	64.3	55.1

**Social Studies**

All Students	188	98.4	26.2	47.1	26.7	73.8	76.4	72.3
<b>Gender</b>								
Male	81	97.5	29.2	36.1	34.7	70.8	75.6	71.5
Female	107	99.1	24	55	21	76	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	98	99	13.3	52.2	34.4	86.7	82.4	80.7
African American	86	97.7	41.8	41.8	16.5	58.2	59.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	72.2
<b>Disability Status</b>								
Disabled	67	97	44.8	39.7	15.5	55.2	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	68.3	67.9
<b>Socio-Economic Status</b>								
Subsided meals	149	98	29.9	50	20.1	70.1	68.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	278	93.5	31	37.2	31.8	69	76.3	70.2	95.6	96
Gender										
Male	126	91.3	41.5	33	25.5	58.5	69.4	63.2	95.7	96
Female	152	95.4	22.8	40.4	36.8	77.2	83.3	77.5	95.4	96.1
Racial/Ethnic Group										
White	136	95.6	23	36.9	40.2	77	82.4	79.1	94.6	95.7
African American	130	92.3	39.3	37.5	23.2	60.7	59.4	57.6	96.6	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.1	86.2	95.1	97.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	67.7	62.6	95.5	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.3	68.7	97.4	95.4
Disability Status										
Disabled	87	82.8	68.2	27.3	4.5	31.8	34.2	26.1	94.7	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	64.6	61.2	96.2	97.1
Socio-Economic Status										
Subsidized meals	218	93.1	36	38.2	25.8	64	68.2	58.9	95.6	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	86	100	36.4	36.4	27.3	63.6
	4	104	99	23.5	45.9	30.6	76.5
	5	89	98.9	22.5	55	22.5	77.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	86	98.8	46.1	43.4	10.5	53.9
	4	104	99	19.4	51	29.6	80.6
	5	89	98.9	47.5	35	17.5	52.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	45	97.8	46.2	38.5	15.4	53.8
	4	104	100	31.6	58.2	10.2	68.4
	5	45	97.8	38.5	51.3	10.3	61.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	41	97.6	47.2	36.1	16.7	52.8
	4	104	100	15.3	53.1	31.6	84.7
	5	43	95.4	34.2	42.1	23.7	65.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	86	89.5	26.8	32.4	40.8	73.2
	4	104	95.2	33	42.6	24.5	67
	5	88	95.5	32.5	35.1	32.5	67.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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